

High School Students' Expectations of School Counselors

An Honors Thesis (HONR 499/PSYS 499)

by

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A handwritten signature in dark ink that reads "Kathryn Fletcher". The signature is written in a cursive, flowing style.

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### Abstract

The present study examined high school students' beliefs about the responsibilities of school counselors in the domains of academic advising, counseling and referrals, and college and career planning. Twenty eight participants from a local high school completed the Expectations of School Counselors survey, a measure designed by the researcher. Results found no distinction among the three studied domains.

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## EXPECTATIONS OF SCHOOL COUNSELORS

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### Acknowledgements

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I would also like to thank Dr. Thomas Holtgraves and the PSYS 499 class for providing support through the data collection process, for assisting in the technical areas of writing this paper, and for sharing their projects and passions with me throughout this experience.

### High School Students' Expectations of School Counselors

The American School Counselor Association (ASCA) states that professional school counselors are qualified to handle the academic, personal/social, and career development of students (American School Counselor Association, n.d.). According to the ASCA, school counselors are expected to possess certain competencies, such as competencies in leadership and advocacy, in order to best assist students in these three broad areas of service. School counseling services may be delivered in numerous ways, including through schools' established core curriculum, individual student planning, responsive services, and indirect services such as consultation with others on students' behalf (American School Counselor Association, n.d.).

Because the broad job description of school counselors encompasses the provision of services within three far-reaching categories, the specific job description for school counselors unfortunately introduces both problems and confusion into the profession. Confusion about the role of school counselors might be one of the reasons behind the negative portrayal of school counseling services (Public Agenda, n.d.) The main findings about students' prior experiences with their high school counselors from a survey given to 600 adults aged 22 to 30 enrolled in college revealed that 1) sixty percent of students rated their high school counselors as fair or poor, 2) participants who felt they had ineffective counseling were more likely to delay college, and make questionable higher education choices, particularly for students from families with less education, and 3) high school counselors were viewed less helpful than teachers. Retrospective data from only those students who attended college are major limitations of the results of this report. However, the results certainly indicate that much more research is needed to examine students' perceptions of school counseling services.

### **Training and Practicing School Counselors**



Despite the information outlined on the ASCA website addressed to aspiring and practicing school counselors it is unclear if the public, as well as those within school systems, are aware of the job description of school counselors. School counselors themselves view the lack of strict guidelines within their job title, as well as the delegation of administrative tasks, as barriers to their aspirations of helping students succeed in life (Bridgeland & Bruce, 2011). Bridgeland and Bruce (2011) surveyed more than 5,300 middle school and high school counselors and found that school counselors are aware of the problems within their field, but feel that their desire for change is not well-supported by our nation's current school system. Eighty percent of surveyed counselors viewed their primary purpose as ensuring that all students both completed high school and were well-prepared for college and careers. Counselors felt that their push for equality in access to high-quality education, promotion of college and career readiness, and leadership in student advocating was important in obtaining this goal. School counselors considered themselves vital and unique resources in the school system, but felt that they were underutilized. There were large discrepancies between many of the counselors' ideal goals and reality, including the counselors' goals for helping students mature and develop, addressing student problems that hinder high school graduation, and the assurance of all students graduating from high school and being prepared to succeed.

Ultimately, the effects of real-life experiences in school counseling trump training about the school counseling profession. These real-life experiences may be part of the reason why school counselors are better able to define role-congruent statements than their non-counseling counterparts, according to Kirchner and Setchfield (2005). Role-congruent duties (e.g., providing counseling to students with disciplinary problems) may be defined as jobs that are in alignment with ASCA's list of appropriate school counseling activities, while role-incongruent duties (e.g.,

teaching classes while teachers are absent) may be defined as jobs that are not in alignment with the ASCA's list of appropriate school counseling activities, or on the ASCA's list of inappropriate school counseling activities (American School Counselor Association). Kirchner and Setchfield's study examined how counselors and administrators who had taken a course in orientation to school administration and school counseling in the past now perceived the role of the school counselor. School counselors were less likely than school administrators to endorse role-incongruent statements, implying that school counselors were more aware of roles that did not appropriately fit within their job description than administrators. This discrepancy could lead administrators to promote role-incongruent task assignments for school counselors. When administrators assign counselors to role-incongruent tasks they underutilize counselors' skills and take away from time counselors may devote to role-congruent tasks. This may result in tension between administrators and counselors, low feelings of job satisfaction for counselors, and negative effects on children who need role-congruent counselor assistance.

### **Teachers' Beliefs**

In addition to administrators, school counselors also work closely with teachers. Lepak (2008) surveyed 33 high school English teachers from various high schools to find out how the teachers thought their school counselors should spend their work hours. Of the activities given, teachers believed that high school counselors should be spending most of their time in individual counseling, crisis intervention/prevention, and group counseling each week. When asked how much time they believed school counselors should spend on each activity, 34% thought counselors should spend 9 to 11 hours a week on individual counseling, 59% believed they should spend 3 to 8 hours delivering crisis intervention/prevention services, and 66% believed they should spend 3 to 8 hours on group counseling. Additionally, 10 of 31 teachers believed that

high school counselors should spend 3 to 8 hours substituting for other school personnel. Other duties that these teachers believed high school counselors should devote time to included classroom presentations, testing/interpretation of tests, academic/career/college preparation, community referrals, public relations, parent education/family consultation, staff development, 504/special education plans, scheduling/enrollment, supervision, and substituting. In reality, school counselors in this study spent 6 to 11 hours on individual counseling and 5 hours or less on group counseling. However, counselors may require more time for these tasks than they are able to allot. Misconceptions about how counselors should spend their time may lead to negative interactions between teachers and school counselors; for example, teachers could place unrealistic expectations on counselors' work time. These interactions could lead to a dysfunctional relationship between teachers and counselors, in which the student in need of a united front is likely to suffer as a result.

### **Research with Students**

Most importantly, students need to be aware of the services that are available from school counselors; it would seem that current high school students may not know the roles of their school counselors. The omission of any mention of career/development assistance from multiple students surveyed is cause for concern over whether or not these individuals are aware that their school counselor may be used as a resource in this area (Moore, Henfield, & Owens, 2008; Owens, Simmons, Bryant, & Henfield, 2010). What is even more disconcerting is the lack of appropriate assistance within the broadly defined dimensions of school counseling. Many students reported inadequate counseling or a desire for improvements within their schools' counseling program (Johnson, Rochkind, Ott, & DuPont; Moore, Henfield, & Owens, 2008; Owens, Simmons, Bryant, & Henfield, 2010; Vela-Guce et al., 2009). While the circumstances

surrounding deficiencies in the surveyed school counseling programs are unknown, it is apparent that both education concerning the job description of school counselors, as well as assistance in maintaining those duties within the job description are needed.

**Academic advising.** When it comes to academic counseling, many researchers have found that students desire more assistance from their school counselors. Owens et al. (2010) conducted interviews with ten African American male high school students to find how these students perceived their school counselors. In terms of academic counseling, these students felt that school counselors did not offer enough academic support. In a similar study, Moore, Henfield, and Owens (2008) conducted semi-structured interviews with ten African American males currently enrolled in special education classes at the junior and senior levels of high school to examine how these students perceived, utilized, and interacted with their school counselors. These students felt that it was important for school counselors to assist students in academic advising but when these students met with school counselors the other two main dimensions of school counseling, counseling and referrals and college and career planning, were not discussed.

Research has also been done retrospectively with individuals who are no longer in high school. Vela-Guce et al. (2009) conducted semi-structured interviews with eight Latino college students to examine the perceptions of the roles of their high school counselors. The overall findings of this study reflected negative feelings and perceptions towards the individuals' previous counselors; former students reported inappropriate or inadequate advisement, low expectations, and loss of credit due to oversight on their counselors' part, to name only a few problems. One student who was in a special high school program for students desiring to pursue a career in health or science had a positive experience working with their school counselor. Yet

limitations of this research are small, racially- and gender-specific samples so much more research is needed in this area.

**Counseling and referrals.** In contrast to academic advising, counselors' personal/social counseling skills were seen somewhat more positively. The majority of students held positive perceptions of their school counselors overall (Owens, Simmons, Bryant, and Henfield, 2010). These students felt that the counselors were engaged and viewed the counselors as support systems and resources. However, participants did have some suggestions on improving their school counseling services such as employing at least one male counselor and providing more assistance with nonacademic problems. This desire aligns with the belief held by participants in the Moore, Henfield, and Owens (2008) study that school counselors should assist in personal/social matters. The participants in this study experienced some barriers in feeling comfortable with their school counselors, which included past school counselor experiences, family-school boundaries, school counselor time availability, and school counselor bias. Many of these concerns center on past and present issues within the students' school counseling system.

For the Latino sample, individuals experienced a lack of supervision, differential treatment, and a lack of individual counseling attention, which likely contributed to their negative feelings towards their school counselors (Vela-Guce et al., 2009). These students also stated that their school counselors were rarely readily available to discuss emotional matters. One student reported "But in terms of the emotional things, she was very rarely readily available because we had a shortage in amount of faculty, particularly those in counseling. If they needed to talk to you, it had to be about school, about going into college. They're not there for emotional support" (Vela-Guce et al., 2009). The results of these three studies concerning the personal/social attention given by school counselors identifies a number of concerns, including

allocation of school counselors' time, counselor to student ratios, and personal/social behavior and attitudes of school counselors themselves.

**College and career planning.** Despite students' comments related to academic and personal/social services of school counselors, only one study mentioned career development aspects of school counseling (Vela-Guce et al., 2009). Participants in this study reported a lack of information from school counselors regarding higher education. Perhaps it is even more interesting to note that students in the other two studies made no mention of perceiving school counselors as resources for higher education and career development, nor did they report that more assistance in this area would be a beneficial improvement to their school counseling services. This is especially alarming when one considers that the students in the Moore, Henfield, and Owens (2008) study were exclusively high school juniors and seniors, who will soon be faced with college and career decisions. The lack of report in the school counseling dimension is a great concern that may be beneficial to address within the school counseling field.

### **Problems with this Research**

Research concerning students' perceptions and expectations of high school counselors has provided useful insights into how students' perceive their school counselors, as well as the desires they have to improve their school counseling services. However, these studies possess some limitations. Of the three studies discussed, all possess very small sample sizes, each consisting of no more than 10 students. All of the mentioned studies also used interviews as a means to collect data. While this procedure may not be negative in and of itself, the semi-structured approach does make it difficult to compare the answers of each participant. Additionally, each of the three studies mentioned only examined specific populations within the school, as opposed to the student body as a whole. One final limitation that is specific to the



Vela-Guce et al. (2009) study is the use of participants who were already out of high school and who had received some sort of postsecondary education. The retrospective nature of this study may result in both skewed and biased results, as participants may not accurately remember the experiences in question and may allow positive or negative emotions to affect their answers. The use of students who have received some form of post-secondary education also creates biased results and does not account for the experiences of those students who have not received any form of post-secondary education.

### **Present Study**

The present study improved upon previous research in numerous ways. This study used a larger sample size that included participants from high school. The larger sample size made results more generalizable as well as the use of the student population as a whole as opposed to specific populations. The present study also administered a structured questionnaire, as opposed to previous studies that had conducted semi-structured interviews. The structured questionnaire allowed for better comparison between participants. Finally, the present study used participants currently in the high school setting that eliminated the potential for bias from students that were admitted to college.

### **Hypotheses**

The purpose of the present study was to examine high school students' beliefs about the responsibilities of school counselors in the three domains of academics, personal/social factors, and career factors (i.e., referred to as academic advising, counseling and referrals, and college and career planning, respectively). Do high school students have different beliefs about the responsibilities of school counselors in these three areas? The study hypothesized that 1) high school students would rate academic advising more highly than career development, 2) high

school students would rate academic advising more highly than counseling and referrals, and 3) high school students would rate academic advising and counseling and referrals more highly than college and career planning. These hypotheses were based on the previous literature (Moore, Henfield, & Owens, 2008; Owens, Simmons, Bryant, & Henfield, 2010; Vela-Guce et al., 2009). Students may rate college and career planning low simply because they have not had much direction within this domain. Students may rate the academic advising domain high because previous research demonstrated that students desire more assistance within this domain. Counseling and referrals will be rated higher than college and career planning because students in previous studies rated this area somewhat positively, but they will not rate it more highly than academic advising because of students' strong desire for more assistance in the academic advising domain.

## **Method**

### **Participants**

Twenty eight high school students aged 13 to 20 from a local high school were recruited using a letter to students and their parents about the project. A school counselor from the school worked with staff and selected one class from each grade level to participate in the study. Classes sampled from included ninth grade biology, tenth grade chemistry, eleventh grade history, and senior economics. The study was open to both male and female students, as well as to students from different ethnic and racial backgrounds. No one was excluded from participation in this research.

Of the 28 high school students who completed the survey five students were males (17.9%), 21 students were females (75.0%), and two students did not report gender ( $n = 2$ ). Of the participants, 21.4% ( $n = 6$ ) were freshmen, 21.4% ( $n = 6$ ) were sophomores, 32.1% ( $n = 9$ )



were juniors, and 25.0% ( $n = 7$ ) were seniors. Concerning ethnic background, 14.3% ( $n = 4$ ) were African Americans students, 78.6% ( $n = 22$ ) were White students, and one student chose Other. The participant who selected other stated that they were “both black and white.”

## Measures

**Expectations of school counselors survey.** The Expectations of School Counselors survey included a list of 27 items relating to academic, career, and personal/social duties of school counselors. The survey required participants to rate each item according to how strongly they agreed that the item should be performed by a high school counselor. Ratings were on a 5-point scale ranging from *strongly disagree* to *strongly agree*. The survey included demographic information on gender, number of years attending their current school, current grade level, self-reported current GPA, and ethnicity. Demographics also included the question “Do you know who your current school counselor is?” and “Approximately how many times have you met with the school counselor while at this school?”

## Procedure

Participants received consent forms from school staff prior to data collection. The researcher was seated at a table in the cafeteria during the chosen class periods. Participants were escorted to the cafeteria by one of the school’s counselors. Participants returned consent/assent forms to school staff, who then delivered them to the researcher before data collection began. Upon receiving consent/assent forms, the researcher gave each participant a copy of the Expectations of School Counselors survey and a pencil if they did not have one. Students sat in a nearby chair and completed the survey. Upon completion, participants returned the completed survey to the researcher, who placed them in a sealed box in order to maintain anonymous

responses. At the end of data collection, names of students that returned consent/assent forms were entered into a drawing to win a \$100 Best Buy gift card.

### Results

In the current study, 28 high school students completed the Expectations of School Counselors survey to determine their expectations of high school counselors in the domains of academic advising, counseling and referrals, and college and career planning. The current study hypothesized that 1) high school students will rate academic advising more highly than career development, 2) high school students will rate academic advising more highly than counseling and referrals, and 3) high school students will rate academic advising and counseling and referrals more highly than college and career planning. These hypotheses were not supported, but in fact significant results showed these hypotheses in reverse order.

A one-way ANOVA determined that participants' scores in the three domains of academic advising, counseling and referrals, and college and career planning were significantly different ( $F(2, 46) = 47.11, p = .0001$ ). Post hoc tests using the Bonferroni correction revealed that participants' mean scores on academic advising were significantly lower than those on counseling and referrals ( $p = .0001$ ) and college and career planning ( $p = .0001$ ). Additionally, participants' mean scores on counseling and referrals were lower than those on college and career planning with marginal significance ( $p = .094$ ). However, academic advising, counseling and referrals, and college and career planning had a positive significant correlation with each other,  $p = .0001$ .

Table 1

*Pairwise comparison between academic advising, counseling and referrals, and college and career planning domains*

(I) Domain	(J) Domain	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound (95% Confidence Interval)	Upper Bound (95% Confidence Interval)
Academic Advising	Counseling and Referrals	-5.667*	.848	.000	-.7.857	-3.476
	College and Career Planning	-7.708*	.721	.000	-9.570	-5.847
Counseling and Referrals	Academic Advising	5.667*	.848	.000	3.476	7.857
	College and Career Planning	-2.042	.890	.094	-4.339	.256
College and Career Planning	Academic Advising	7.708*	.721	.000	5.847	9.570
	Counseling and Referrals	2.042	.890	.094	-.256	4.339

\*. The mean difference is significant at the .05 level.

A two-way ANOVA was conducted that examined the effects of grade level on the college and career planning domain,  $F(3, 23) = 3.12, p < .05$ . A Tukey post hoc revealed that the mean scores of freshmen participants on the college and career planning domain were lower than those of junior participants at a marginally significant level ( $p = .07$ ). Another two-way ANOVA was conducted that examined the effects of grade level on the counseling and referrals domain,  $F(3, 22) = 4.41, p < .05$ . A Tukey post hoc revealed that the mean score of freshmen on the counseling and referrals domain was significantly lower than the mean scores of sophomores ( $p < .05$ ) and juniors ( $p < .05$ ). Finally, a two-way ANOVA was conducted that examined the

effects of grade level on the academic advising domain,  $F(3, 23) = 2.57, p = .08$ . While this initial analysis was marginally significant overall, none of the relationships between grade levels were significant or marginally significant when a Tukey post hoc was performed. A two-way ANOVA was conducted that examined the effects of grade level on the overall mean scores of the survey,  $F(3, 20) = 3.89, p < .05$ . A Tukey post hoc revealed that freshmen participants had mean scores that were significantly lower than scores of junior participants ( $p < .05$ ), and that sophomore participants had mean scores that were lower than those of junior participants on a marginally significant level ( $p = .097$ ). Results were not reported for the relationships between the years participants attended their current school and each domain or the overall score. This was due to the fact that years attended was equivalent to grade level (freshmen attended one year, sophomores attended two years, juniors attended three years, and seniors attended four years) for all students who answered both items, making these results identical to the relationships between grade level and each domain.

For analysis, reported GPA was divided into five groups; GPAs between 2.50 and 2.99, GPAs between 3.00 and 3.49, GPAs between 3.50 and 3.99, GPAs between 4.00 and 4.49, and GPAs between 4.50 and 4.99. A two-way ANOVA revealed that the effects of GPA on the college and career planning domain was marginally significant,  $F(4, 22) = 2.33, p = .088$ . While the initial analysis was marginally significant, none of the relationships between GPA groups were significant or marginally significant. Results for analyses involving gender, ethnicity, and whether or not participants knew their school counselor were not reported due to very little diversity within these demographics. The lack of diversity within gender and ethnicity was reported in the *Methods* section of this paper. Only three participants (10.7%) did not know who their school counselor was.

Table 2

*Tests of between subject-effects for grade level and college and career planning domain*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	438.778	3	146.259	3.123	.046
Intercept	34827.657	1	34827.657	743.613	.000
Grade	438.778	3	146.259	3.123	.046
Error	1077.222	23	46.836		
Total	38479.000	27			
Corrected Total	1516.000	26			

Table 3

*Tests of between-subject effects for grade level and counseling and referrals domain*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	535.462	3	178.487	4.405	.014
Intercept	29195.216	1	29195.216	720.465	.000
Grade	535.462	3	178.487	4.405	.014
Error	891.500	22	40.523		
Total	33347.000	26			
Corrected Total	1426.962	25			

Table 4

*Tests of between-subject effects for grade level and academic advising domain*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	226.407	3	75.469	2.568	.079
Intercept	22442.747	1	22442.747	763.710	.000
Grade	226.407	3	75.469	2.568	.079
Error	675.889	23	29.386		
Total	24606.000	27			
Corrected Total	902.296	26			

### **Discussion**

The correlation between the academic advising, counseling and referrals, and college and career planning domains suggests that participants did not make any distinction between their ratings of the three different domains. However, ANOVA testing found that participants rated the college and career planning domain more highly than the counseling and referrals domain. Additionally, participants rated both college and career planning and counseling and referrals more highly than academic advising. These results were the opposite of what the hypotheses predicted; the researcher predicted that the rank order of the three domains from highest to lowest would be academic advising, counseling and referrals, and college and career planning, but results confirmed a ranking of college and career planning, counseling and referrals, and academic advising. College and career planning may be rated higher due to a stronger push for students to attend college in the last few years. Schools are now focused on keeping high school students on the path to college following graduation, as this is what is thought to be ideal in our society (Selingo, 2012). On the other hand, this domain may be rated more highly because of a lack of this assistance in high school. Participants in the Vela-Guce et al. study (2009) were more aware of the necessity of college and career planning assistance because their counselors did not adequately assist them in this domain. One theory on why participants rated counseling and referrals more highly than academic advising may be the idea that the typical counselor assists others with personal problems.

Junior participants scored higher than freshmen participants on the college and career planning and counseling and referrals domains. As juniors are beginning to look much more seriously at their college and career options it makes sense that they would rate this domain more highly than freshmen. Freshmen may not have rated the counseling and referrals domain as

highly because they had been in the school less than a year, and may not have had as many opportunities to meet with the counselors for personal counseling, or may not have felt comfortable enough with their counselor yet to do so. The differences in their ratings for these two domains resulted in junior participants having a higher mean score on college and career planning and counseling and referrals than freshmen participants.

### **Limitations**

The current study was limited by its small sample size and biased population. A larger sample size would make the study more generalizable to high school student populations. A larger sample size would likely be more diverse in gender and ethnicity, which would make the study more representative of high school student populations. Additionally, the sample used was selected by the current school counselor at the high school. The school counselor was in charge of dissemination consent/assent forms and escorting the students to the room where the survey was administered. Future studies can prevent this bias by excluding the school's counselors from sample selection and interactions. This study found some significant differences in students' ratings of the academic advising, counseling and referrals, and college and career planning domains, as well as significant differences in how certain grade levels rate the counseling and referrals and college and career planning domains. This study and its results may serve as a springboard for future research on high school students' expectations of school counselors.

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Appendix A

Supplemental Material

*Survey*

School \_\_\_\_\_

ID# \_\_\_\_\_

Expectations of School Counselors

The purpose of this survey is to collect information on high school students' expectations of school counselors.

Please mark the appropriate box for each task.

**A. At the high school level, I think a school counselor should:**

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
1. Assist students with course selection.					
2. Assist students in utilizing the career center (if applicable).					
3. Assist in mediating student-teacher conflicts.					
4. Provide student/counselor conferences each year to discuss academic planning.					
5. Be involved in distributing information regarding scholastic awards and scholarships.					
6. Counsel students regarding personal and social concerns.					
7. Provide counseling to students to assist them in improving their school performance.					
8. Provide support to students regarding substance abuse issues and make referrals when necessary.					
9. Provide information to students about post high school training and education (2 and 4 year colleges, technical schools, and military service).					
10. Discuss and interpret standardized tests that measure students' abilities, aptitudes and interests.					
11. Provide evening college planning programs for all parents and students.					
12. Provide support to students about mental health issues (i.e., coping with peer pressures, conflicts,					

stress, divorce and death) and make referrals when necessary.					
13. Communicate with college representatives about college admissions.					
14. Assist new students transitioning to the high school with personal/social aspects.					
15. Meet with students to make schedule adjustments.					
16. Assist students in developing and pursuing career plans.					
17. Assist new students transitioning to the high school with academic aspects.					
18. Provide support to students regarding current issues within the school (e.g., increases in bullying and school violence) and make referrals when necessary.					
19. Acknowledge students' academic strengths.					
20. Collaborate with student to process college applications.					
21. Make referrals for students needing additional supportive services.					
22. Share important guidance and counseling information through student meetings, flyers, school newsletters, presentations to the Board of Education, HS Website, etc.					
23. Acknowledge students' unique identities and strengths.					
24. Coordinate college/tech program visits.					
25. Respect student diversity.					
26. Collect student feedback on current programs and services provided.					
27. Provide evening programs that cover financial aid information.					

**B. Please circle the response that best answers each question.**

What is your gender?                      Male                      Female

How many years have you attended this school?    1    2    3    4    5    6    7

What grade are you currently enrolled in?                      9<sup>th</sup>                      10<sup>th</sup>                      11<sup>th</sup>                      12<sup>th</sup>

What is your current grade point average (GPA)?                      \_\_\_\_\_

What is your ethnicity?    African American                      Asian                      Hispanic                      Native American

White      Other \_\_\_\_\_

(please specify)

Do you know who your current School Counselor is?    Yes      No

Approximately how many times have you met with the School Counselor while at this school?

Never                      1-2                      3-4                      5-6                      7+

Office of Research Integrity  
Institutional Review Board (IRB)  
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Muncie, IN 47306-0155  
Phone: 765-285-5070

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DATE: December 13, 2013

TO: Nicole Wilber

FROM: Ball State University IRB

RE: IRB protocol # 505379-1

TITLE: High School Students' Expectations of School Counselors

SUBMISSION TYPE: New Project

ACTION: APPROVED

DECISION DATE: December 13, 2013

EXPIRATION DATE: December 12, 2014

REVIEW TYPE: **Expedited:** This protocol had been determined by the board to meet the definition of minimal risk.

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The Institutional Review Board has approved your New Project for the above protocol, effective December 13, 2013 through December 12, 2014. All research under this protocol must be conducted in accordance with the approved submission and in accordance with the principles of the Belmont Report.

**Review Type:**

	<b>Category 1:</b> Clinical studies of drugs and medical devices
	<b>Category 2:</b> Collection of blood samples by Finger stick, Heel stick, Ear stick, or Venipuncture
	<b>Category 3:</b> Prospective collection of biological specimens for research purposes by noninvasive means
	<b>Category 4:</b> Collection of data through Non-Invasive Procedures Routinely Employed in Clinical Practice, excluding procedures involving Material (Data, Documents, Records, or Specimens) that have been collected, or will be collected solely for non-research purposes (such as medical treatment or diagnosis)
	<b>Category 5:</b> Research involving materials that have been collected or will be collected solely for non-research purposes.
	<b>Category 6:</b> Collection of Data from Voice, Video, Digital, or Image Recordings Made for Research Purposes

X	<b>Category 7:</b> Research on Individual or Group Characteristics or Behavior or Research Employing Survey, Interview Oral History, Focus Group, Program Evaluation, Human Factors, Evaluation, or Quality Assurance Methodologies
	<b>Category 8:</b> Continuing review of research previously approved by the convened IRB
	<b>Category 9:</b> Continuing review of research, not conducted under an investigational new drug application or investigational device exemption where categories 2-8 do not apply but the IRB has determined and documented at a convened meeting that the research involves no greater than minimal risk and not additional risks have been identified.

#### Editorial Notes:

1. Project Approved
2. Get Muncie Community School Administration confirmation of approval and upload it to IRBNet.

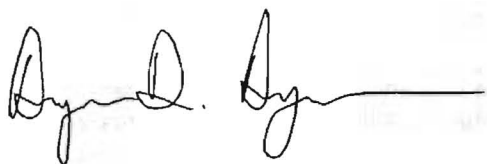
**As a reminder, it is the responsibility of the P.I. and/or faculty sponsor to inform the IRB in a timely manner:**

- when the project is completed,
- if the project is to be continued beyond the approved end date,
- if the project is to be modified,
- if the project encounters problems, or
- if the project is discontinued.

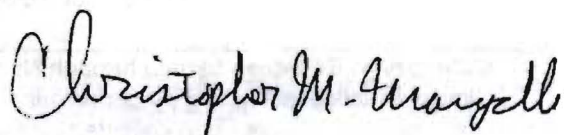
Any of the above notifications must be addressed in writing and submitted electronically to the IRB (<http://www.bsu.edu/irb>). Please reference the IRB protocol number given above in any communication to the IRB regarding this project. Be sure to allow sufficient time for review and approval of requests for modification or continuation. If you have questions, please contact John Mulcahy at (765) 285-5106 or [jmulcahy@bsu.edu](mailto:jmulcahy@bsu.edu).

In the case of an adverse event and/or unanticipated problem, you will need to submit written documentation of the event to IRBNet under this protocol number and you will need to directly notify the Office of Research Integrity (<http://www.bsu.edu/irb>) **within 5 business days**. If you have questions, please contact (ORI Staff).

Please note that all research records must be retained for a minimum of three years after the completion of the project or as required under Federal and/or State regulations (ex. HIPAA, FERPA, etc.). Additional requirements may apply.



Bryan Byers, PhD/Chair  
Institutional Review Board



Christopher Mangelli, JD, MS, MEd, CIP/Director  
Office of Research Integrity